

**Application Information  
for Schools Applying in October, 2003 to the  
High Priority Schools Grant Program**

**Table of Contents**

	Page
I. General Information	2
Overview	
Timeline	
II. Developing or Modifying the School Action Plan	3
Role and Responsibilities of the External Evaluator/ Other Entity	
School Site Council/School Site Council/Action Plan Teams	
Action Plan Requirements	
Program Monitoring	
Budget Modifications	
III. Documentation Required for Implementation Grant Awards	8
Narrative Summary	
Application Packet Review	
Grant Award Process	
IV. Frequently Asked Questions	11
Specific Provisions	
Fiscal	
Charter And Alternative Schools	
Accountability and Sanctions	
Appendix A: HPSGP List of Action Plan Components	17
Appendix B: Implementation Grant Submission Forms	19
Appendix C: HPSGP recipients participation requirements for AB 466 and AB 75	36

# High Priority Schools Grant Program

## I. General Information

### Overview

Assembly Bill 961, Chapter 747, Statutes of 2001, established the High Priority Schools Grant Program (HPSGP) for Low Performing Schools. This program is intended to assist the lowest performing schools in the state in raising student achievement by offering additional resources targeted to student performance. All schools that ranked in Decile 1 according to the statewide 2000 Academic Performance Index (API) and schools with asterisked API scores that would have placed them in Decile 1 were invited to participate in this program. [The legislation specifies that by participating in the High Priority Schools Grant Program, schools automatically participate in the Immediate Intervention/Underperforming Schools Program (II/USP) and must meet all of the requirements of II/USP as modified by the HPSGP legislation.] The HPSGP ties together several legislative incentive programs that have been made available to schools and districts. For example, schools receiving HPSGP funding must ensure that their eligible teachers participate in the Mathematics and Reading Professional Development Program established under Assembly Bill (AB) 466. In addition, principals in schools selected to receive HPSGP funds must, likewise, participate in the Principal Training Program created by AB 75. Reimbursement for participating these programs may be obtained through the California Department of Education (CDE) depending upon funding availability. Finally, all participating HPSGP schools must agree to purchase and provide each pupil with standards aligned mathematics and reading/language arts instructional materials approved by the State Board of Education (SBE) in January 2001 and 2002, respectively (Appendix C).

Beginning in FY 2002-03, schools participating in the HPSGP will receive \$400 per student, with a \$200 per student matching requirement. The goal of HPSGP is to ensure that these additional resources will assist all participating schools in implementing changes to improve pupil performance. Schools have twenty-four months from September 2002 to meet growth targets. Failure to meet growth targets will result in review by the State Board of Education. The Superintendent of Public Instruction has the discretion, with approval of the State Board of Education, to direct the governing board to adopt strategies that will help schools meet benchmarks. Lack of significant progress after thirty-six months from September 2002 will result in interventions or sanctions by the State Board of Education and the Superintendent of Public Instruction.

This Application Packet contains the requirements for the HPSGP School Action Plan and the required forms each school must complete and return to the California Department of Education.

### Timeline

In August 2003, 12 eligible schools that had not been previously selected for HPSGP were invited to apply for additional funding made available through AB 1765, the Budget

Act of 2003. Each school will be eligible for implementation funding during 2003-04 and 2004-05.

The High Priority Schools Office must receive completed Narrative Summaries and applications by October 6, 2003. Districts must hold a public hearing at a regularly scheduled board meeting to approve each school's full Action Plan prior to November 11, 2003, and include this information with all applications. The State Board will act on Narrative Summaries and completed applications in November 2003.

## **II. Developing or Modifying the School Action Plan**

The action plan will serve as a blueprint for the school and community to focus on raising student achievement to meet the school's academic growth targets. HPSGP allows schools "to use an existing plan instead of drafting a new action plan...if the existing plan meets the requirements pursuant to subdivisions (c), (d), (e), (f), (g), (h), and (i) of E.C.2054." [E.C. 52054.3] Schools wishing to use an existing school plan or develop an action plan for the first time should review this section carefully to ensure that all required components are contained in the plan. Development and modification of action plans requires the participation of the school site-council or action planning team and the participation of the exclusive representative of the local bargaining agent.

In developing a school action plan, the school and school district shall use technical assistance from school district personnel, county offices of education, universities, a CDE approved External Evaluator, or any other person or entity that has proven successful expertise specific to the challenges inherent in low-performing schools. Although the State Approved External Evaluator list has expired, *Education Code* Section 52054 (1) allows districts/schools to use an entity with expertise for external assistance. Successful action plans, developed through the School Site Council or its equivalent, meet the requirements of the legislation and serve to direct the school and community on focused, high impact, school-wide strategies. These strategies are designed to improve the quality of the academic program provided to students. The Single School Plan for Student Achievement template may be used in developing or modifying action plans providing that all of the HPSGP requirements are addressed in the plan. To obtain the template contact the School and District Accountability Division at (916) 322-5092.

### **Role and Responsibilities of the External Evaluator/Other Entity**

The responsibilities of the external evaluator or other entity are specified below (see E.C. 52054). An external evaluator or other entity must:

- 1) inform the parents in writing that the school has been selected to participate in this program due to low-performance;
- 2) hold a public meeting in cooperation with the principal to solicit recommendations and opinions regarding actions that should be taken to improve the performance of the school;
- 3) notify parents and legal guardians of the pupils in the school of their opportunity to provide written recommendations of actions that should be taken to improve the performance of the school;
- 4) complete a review of the school identifying the weaknesses that contribute to the school's below average performance;
- 5) provide technical assistance to the school site;

- 6) make recommendations for improvement; and,
- 7) develop an action plan to improve the academic performance of the students.

### **School Site Council/School Site Council/Action Plan Teams**

The school site council, in partnership with the district, shall develop the HPSGP School Action Plan. The SBE has specified that parents and other members of the community must be involved in developing and carrying out the action plan. If the school does not have a school site council, a school-wide advisory group or school support group that conforms to the requirements of E.C. 52012 may be used.

### **Action Plan Requirements**

#### **Over-Arching Action Plan Requirements**

A school action plan must be based on the following as specified in E.C. 52055.620.

- 1) It shall be research based and data driven.
- 2) It shall include ongoing data gathering for the purposes of this program so that progress can be measured and verified and the plan can be modified based on the data.
- 3) It shall be grounded in the findings from an initial needs assessment.
- 4) It shall show evidence of a commitment by the school community to implement the plan. The plan shall describe how this commitment will be demonstrated.
- 5) It shall make clear that there is a heightening of expectations on the part of all personnel associated with the school site that all children can learn and every school can succeed.
- 6) It shall ensure that an environment that is conducive to teaching and learning is provided at the school site.
- 7) It shall identify additional human, financial, and other resources available to the school to be used in the implementation of the school action plan.

#### **Specific Action Plan Requirements**

The legislation and SBE policy specify that an action plan shall:

1. Identify the current barriers at the school and district toward improvements in pupil academic achievement, and underlying causes for low achievement.
2. Identify school wide and district wide strategies for overcoming these barriers.
3. Analyze the disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils make adequate academic progress toward short-term growth targets and long-term performance goals. The disaggregated data addressed in the plan shall, at a minimum, provide information regarding the achievement of English language learners, pupils with exceptional needs, pupils who qualify for free and reduced price meals, and all pupils in all numerically significant subgroups identified on the API Base Year Reports.
4. Specify short-term academic objectives pursuant to E.C. 52052 for a two-year period that will allow the school to make adequate progress toward the growth

targets established for pupil achievement as measured by all data available to the school.

5. Set annual academic growth targets at least as high as those adopted by the SBE.
6. Describe how state and local assessments are used to modify instruction and improve student achievement.
7. Describe the effective allocation of resources and management of the school linked to overcoming the barriers to increasing student academic achievement.
8. Review and include the school and district conditions identified in the School Accountability Report Card pursuant to E.C. 33126.
9. Review and include the school and school district crime statistics that negatively affect student achievement (E.C. 52054(d)(4)).
10. Describe the process administrators and teachers will use to monitor and evaluate the implementation of the action plan and its impact on student achievement.
11. Describe a strategy to focus on increasing pupil literacy and achievement for all students with special emphasis on English language learners (ELL), and numerically significant sub-groups. At a minimum this strategy shall include a plan to achieve the following goals:
  - (A) Each pupil will be provided current appropriate instructional materials aligned with academic and content standards adopted by SBE as required by law. If indicated, discuss how any lack of instructional materials is being addressed.
  - (B) Each subgroup will demonstrate increased achievement based upon API results by the end of the implementation period.
  - (C) Each ELL will demonstrate increased performance based on the CELDT test required by E.C. 60810 and the achievement test required pursuant to E.C. 60640.
12. Describe a strategy to attract, retain, and fairly distribute the highest quality staff at the school. At a minimum this strategy shall include teachers, administrators, and support staff, and shall include a plan to achieve the following goals:
  - (A) An increase in the number of credentialed teachers working at the school site.
  - (B) By the end of the implementation period eligible teachers, and where appropriate, instructional aides and paraprofessionals who directly assist with classroom instruction, participate in the Mathematics and Reading Professional Development Program established under AB 466. Schools should arrange for staff participation in these professional development programs as soon as possible and must schedule trainings to be completed prior to the end of the grant period. Lists of approved providers are located at <http://www.cde.ca.gov/pd/ca/ma/mard03sbttrngprvdr.asp> and [www.tepd.ucop.edu/tepd/cpdi/mpdi\\_contacts\\_inst.php](http://www.tepd.ucop.edu/tepd/cpdi/mpdi_contacts_inst.php). Additional

information on AB 466 including timelines, requirements and contact information is available at <http://www.cde.ca.gov/fg/fo/r12/mard03faqs.asp>.

- (C) By the end of the implementation period, Administrators in schools selected to receive High Priority School Grant funds must participate in AB 75, the Principal Training Program, within the timelines of the grant. An online application can be found at [www.ab75.org](http://www.ab75.org).

13. Describe a strategy to change the culture of the school community to recognize parents and guardians as partners in the education of their children and to prepare and educate parents and guardians in the learning and academic progress of their children. At a minimum this strategy shall include:
- (A) A commitment to develop a school-parent compact as required in E.C. 51101.
  - (B) A plan to achieve the goal of maintaining or increasing the number and frequency of personal parent and guardian contacts each year at the school site.
  - (C) School-home communications, including home language communication, designed to promote parent and guardian support for meeting state standards and core curriculum components.
  - (D) If necessary, a plan for an increasing the number of bilingual personnel at school site.
14. Address the issues of facilities, curriculum, instructional materials and support services by describing a strategy to provide an environment that is conducive to teaching and learning and that includes the development of a high quality curriculum and instruction aligned with the academic content and performance standards adopted pursuant to E.C. 60605 and ELD standards adopted pursuant to E.C. 60811. At a minimum this strategy shall include the goal of providing adequate logistical support including, but not limited to, curriculum, quality instructional materials, support services and supplies for every pupil.

## **Program Monitoring**

After the local governing board has approved the plan, the school and district administration become responsible for its timely and effective implementation. The major task of the School Site Council/Action Plan Team then becomes one of monitoring the effectiveness of planned activities and modifying those that prove ineffective. It is recommended that a yearly review include a comparison of implemented Action Plan activities to student academic growth. The purpose of this review is to create an upward spiral of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the SBE. Subsequent to the review the School Site Council/Action Plan Team may propose modifications that will strengthen the Action Plan. Whenever material changes to the plan are proposed the local governing board must approve the change (E.C. 64001). Although not required, you may wish to use the following program-monitoring information as a guide.

1. A description of when and how assessment data measuring academic performance to program's objectives will be collected, analyzed, and used. Indicate person

responsible for each step and all activities. Indicate timeline for each step and all activities.

2. A description of how the applicant will be able to ensure the program's strategies and activities (process information) are on track and how to determine if the standards-based strategies are implemented with fidelity. Indicate person responsible for each step and all activities. Indicate timeline for each step and all activities.
3. A description of how the applicant proposes to evaluate the overall effectiveness of the program by comparing the (a) measurable objectives, (b) trend data, and (c) the implementation of the program strategies (process data). Indicate person responsible for each step and all activities. Indicate timeline for each step and all activities.
4. A description of the process that will be used to implement changes that have been identified as a result of the collection and analysis of the outcome and process data. Indicate person responsible for each step and all activities. Indicate timeline for each step and all activities.

### **Budget Modifications**

Surplus funds from a given line item of the approved budget, up to 10 percent of that line item, may be used to defray allowable direct costs under other budget line items without prior CDE approval. Any budget line item increase or decrease of more than 10 percent requires an approved budget revision from the Local School Board and from the School Site Council/Action Planning Team. Evidence of these approvals must accompany the end of year expenditure report. Changes may not be made which increase the rates of reimbursement, unless they are part of a negotiated collective bargaining agreement. The total grant amount may not be increased by the Local School Board or the School Site Council/Action Planning Team, but may be decreased by CDE pending available funds.

### III. Documentation Required for Implementation Grant Awards

The information to be returned to CDE should include:

1. District Application for Funding		One Original Per District
2. School Application for Funding	Form 1	One Original Per School Site
3. School Site Council/Action Plan Team Member's Signature Page	Form 2	One Original Per School Site
4. School Site Implementation Grant Budget	Form 3 & 3a	One Original Per School Site
5. General Assurances	Form 4	One Original Per District
6. HPSGP Assurances	Forms 4a	One Original Per District
7. HPSGP Assurances	Form 4b	One Original Per School Site
8. Specific Legal Assurances	Form 4c	One Original Per District
9. Drug Free Workplace Certification	Form 5	One Original Per School Site
10. Six Page Narrative Summary		One Original Per School Site

**Note: The forms must have original signatures only. Please sign with blue ink.**

**The Action Plan should be retained at the school site. CDE may request the plan for review if questions arise regarding the information submitted.**

**Please mail your completed packet to:**

**California Department of Education  
High Priority Schools Office  
1430 N Street, Suite 4401  
Sacramento, California 95814**

**Packets must be received by 5 p.m. on October 6, 2003.**

**Faxes and e-mail will not be accepted.**



## **Narrative Summary (6 page limit with 12 point font and one inch margins)**

Responses to the Narrative Summary should be based on the Action Plan the school has developed or modified to meet the requirements of HPSGP. The following 7 questions can be answered using the information provided in requirements 1-14 of your Specific Action Plan. CDE staff will review all narratives with respect to the following seven areas, and evaluate them for completeness, coherence and integrity to the program requirements. Responses will be reviewed holistically and rated “pass” or “not pass.” Responses that are complete, thoughtful, and reflect the legal requirements of the State Board of Education will be rated “pass”. Please be succinct and limit your responses to a total of **six pages**. Individual responses to each question may vary in length, as long as the total number of pages does not exceed six. Please note that these questions are closely related to each other. For example question 2- “Approaches or strategies in reading,” is closely related to question 6- “How will professional development that addresses standards-based instruction, including SBE approved...used in the school, be provided to eligible teachers,” and question 4- “How will the school...provide every student with SBE adopted instructional materials....”

- 1) How will state and local assessments be used to monitor and evaluate the implementation of the Action Plan and the impact on student achievement?
- 2) What specific approaches or strategies did the school select to improve student achievement in reading/language arts? Why were these approaches selected?
- 3) What specific approaches or strategies did the school select to improve student achievement in mathematics? Why were these approaches selected?
- 4) How will the school, for grades K-8, provide every student with standards-aligned Reading/Language Arts instructional materials that were approved by the State Board of Education in January 2002. All pupils must be provided with these reading/language arts instructional materials by February 2003 or by February 2004, if a district is piloting these materials. Specific information regarding the SBE approved Reading and Language arts materials can be found at <http://www.cde.ca.gov/ci/rl/>. How will the school, for grades 9-12, provide each pupil with instructional materials that its governing board, after careful review, has certified are aligned to both the state reading or mathematics content standards and the respective curriculum frameworks? Include the provision of state-adopted instructional materials that address the special needs of English Learners.
- 5) What actions will the school take to reduce the number of under-credentialed and inexperienced teachers to at least the district average? Please describe how the proposed program will address the lack of fully certificated teachers in any area (grade and/or subject area, including teachers for English Learners).
- 6) How will the school, by the end of the implementation period, ensure that their eligible teachers, and where appropriate, instructional aides and paraprofessionals who directly assist with classroom instruction, participate in the Mathematics and Reading Professional Development Program established under AB 466. Additional information on AB 466 including timelines, requirements and contact information is available at [www.cde.ca.gov/pd/ab466](http://www.cde.ca.gov/pd/ab466). How will the school, by the end of the implementation period, ensure that Administrators in

schools selected to receive High Priority School Grant funds must participate in AB 75, the Principal Training Program. An online application can be found at [www.ab75.org](http://www.ab75.org). For high schools, how will the school ensure that professional development addresses standards-based instruction and the use of standards-aligned instructional materials.

7) How will the school ensure increased parental involvement?

## **Application Packet Review**

**All Application Packets must be completed and submitted to CDE by 5 p.m. on October 6, 2003.** CDE will review and make a recommendation to the SBE for approval. The complete School Action Plan should remain at the school site unless requested for review by CDE.

In order for CDE to recommend approval to the SBE, each Application Packet must include the Narrative Summary, and all required forms. Please retain the School Action Plan and Component Checklist at the school. Local education agencies that submit incomplete or unsatisfactory Application Packets will be required to provide additional information; this may result in a delay in implementation grant approval.

## **Grant Award Process**

Applications that are recommended for approval by the CDE will be forwarded to the SBE for final approval, contingent upon funding. After approval by the SBE, Grant Award letters will be sent to superintendents. Within 10 days of receipt of the Grant Award letter the superintendent or his/her designee must sign and return the Certification of Acceptance of Grant Conditions forms to the CDE. Upon receipt of all documents required in the grant award letter the CDE will initiate payment. The actual payment cycle typically takes four to six weeks from the date CDE initiates the payment process.

Implementation grants will be paid in two installments of 80 and 20 percent of the grant amount. The final 20 percent implementation payment will be made after review and approval of the final annual expenditure report that is due to the CDE on August 31, 2004.

## **IV. Frequently Asked Questions**

### **Specific Provisions**

***Q. How was eligibility for the High Priority Schools Grant Program (HPSGP) determined?***

**A.** Schools in Decile ranks 1-5 of the 2001 Growth Academic Performance Index were eligible to apply. Since funding was limited, CDE invited only schools in Decile rank 1 to apply. Schools that ranked at the bottom of Decile 1 have had first priority for funding.

***Q. What specific changes does HPSGP make in the II/USP process?***

**A.** The role of the district is greater under HPSGP than under II/USP, and the requirement for a public hearing is new. Schools have a longer length of time in which to improve student achievement. Funding is allocated at \$400 rather than at \$200 per pupil (\$200 additional funding for existing II/USP schools). Initial implementation timelines are compressed, but an existing action plan may be used as long as it contains all the required elements needed. The planning grant is optional, and requirements for the selection of external evaluator have broadened. Although both programs allow schools in Decile ranks 1-5 to participate, priority under HPSGP shifts to the lowest ranked schools in Decile 1.

***Q. What is the role of the district in this process?***

**A.** The district is very involved in this process. It must schedule the public hearings required for participation in the program, and work with the schools that do participate in the development of their plan. All fiscal records must be kept at the district, and the district must submit all required reports to CDE. If school interventions are necessary, CDE will work with the district to improve the performance of the school.

***Q. How will participation in this program affect collective bargaining agreements?***

**A.** HPSGP specifies that the action plan shall include a strategy, jointly developed by the district and the exclusive bargaining representative of the certificated employees of the district, for addressing the distribution of experienced credentialed teachers throughout the district. It further states that this collaboration shall take place outside of collective bargaining (see E.C. 52055.630 (c)).

***Q. I have questions regarding implementation of AB 75 and AB 466, which are required under HPSGP. Who can I call for clarification of these two pieces of legislation?***

**A.** Additional information on AB 466 including timelines, requirements and contact information is available at <http://www.cde.ca.gov/fg/fo/r12/mard03faqs.asp> and additional information on AB 75 including timelines, requirements and contact information at [www.ab75.org](http://www.ab75.org).

***Q. Can schools use implementation funds to hire teachers for class-size reduction?***

**A.** Yes. However, the district must bear in mind that they will be accountable for the achievement benchmarks delineated in the approved Action Plan. The CDE discourages using HPSGP implementation funds for this purpose.

***Q. Is participation in AB 466 & AB 75 required? Are a certain percentage of teachers required to participate in these programs in order to receive funding?***

**A.** Yes, schools receiving HPSGP funds must ensure that their eligible teachers, and where appropriate, instructional aides and paraprofessionals who directly assist with classroom instruction, participate in the Mathematics and Reading Professional Development Program established under AB 466. Schools should arrange for staff participation in these professional development programs as soon as possible and must schedule trainings to be completed prior to the end of the grant period. Districts or schools should remember that they may only use professional development delivered by a provider or providers approved by the State Board of Education or provided by a California Professional Development Institute in order to receive reimbursement. Lists of approved providers are located at <http://www.cde.ca.gov/pd/ca/ma/mard03sbetrngprvdr.asp> and [http://tepd.ucop.edu/tepd/cpdi/mpdi\\_contacts\\_inst.pHPSGP](http://tepd.ucop.edu/tepd/cpdi/mpdi_contacts_inst.pHPSGP). Additional information on AB 466 including timelines, requirements and contact information is available at [www.cde.ca.gov/pd/ab466](http://www.cde.ca.gov/pd/ab466). Administrators in schools selected to receive High Priority School Grant funds must participate in AB 75, the Principal Training Program, within the timelines of the grant. An online application can be found at [www.ab75.org](http://www.ab75.org).

***Q. Are HPSGP schools in their first year of funding required to hold community meetings?***

**A.** Yes.

***Q. We have adopted Language Arts programs in grades 1 and 2 for this year and plan to train the schools in their use. For next year, we will adopt Language Arts materials for grades 3 through 5 and then will provide training. This process will take two years. Is this allowed under the HPSGP grant?***

**A.** Yes, the action plan for HPSGP funds requires that you commit to train staff according to AB 466 and AB 75 guidelines within the life of the grant (3 years). We will measure progress towards this requirement in the evaluation.

***Q. AB 75 says that we need to train 80% of our principals in standards-based practices. Can we train any principals or only those in HPSGP schools?***

**A.** AB 75 does not require any set percentage of principals to be trained. It does require 80 hours of specific training with an additional 80 hours of follow-up training and support. Administrators in schools selected to receive High Priority School Grant funds must participate in AB 75, the Principal Training Program, within the timelines of the grant. An online application can be found at [www.ab75.org](http://www.ab75.org).

***Q. We have received approval of our plans through a Special Board Meeting that was called. Is this approval acceptable or does it have to be approved through a regularly scheduled Board Meeting?***

**A.** Yes, the Special Board Meeting approval is acceptable as long as the appropriate notice of the meeting has been given.

***Q. Some of the assurances are for district level. Do we need to put originals/copies in each school's application packet.***

**A.** Yes. These are school level applications so each form must be in each packet. Copies are acceptable.

## Fiscal

### ***Q. When will we receive implementation funds?***

**A.** Applications that are recommended for approval by the HPSGP office will be forwarded to the SBE for final approval. After approval by the SBE, grant award letters will be sent to superintendents. Within 10 days of receipt of the grant award letter the superintendent or his/her designee must sign and return the Certification of Acceptance of Grant Conditions forms to the CDE. Upon receipt of all documents required in the grant award letter the CDE will initiate payment. The actual payment cycle typically takes four to six weeks from the date CDE initiates the payment process.

Implementation grants will be paid in two installments of 80 and 20 percent of the grant amount. The final 20 percent implementation payment will be made after review and approval of the final annual expenditure report that is due to the CDE on August 31, 2004.

### ***Q. What is the matching fund requirement for the HPSGP?***

**A.** All HPSGP applicants are required to participate in the Immediate Intervention/Underperforming Schools Program (II/USP). HPSGP is allocated at \$200 per student (using 2000-01 CBEDS enrollment data) and \$200 per student for II/USP, for a total of \$400 per student. A \$200 per student match is required to meet the matching funds requirement of the II/USP portion of the combined total grant. II/USP funds must be matched on a dollar-for-dollar basis.

In general, match may be from any fund source that does not specifically restrict the funds from being used as a match. Examples of acceptable match include Title I funds or monetary gifts to the school (e.g., private donations, foundation grants, etc.). Unacceptable match includes in-kind contributions such as the cost of utilities, or the amortized value of the school buildings. Many schools use categorical or general funds to meet this requirement.

### ***Q. Is the per pupil funding for all students in a school, or must students meet eligibility criteria?***

**A.** All students in a school are eligible for services under the HPSGP action plans, and will be included in the per pupil calculation for funding. To determine your school's funding level use the certified enrollment count from the CBEDS for the 2000-01 school year.

### ***Q. What are the guidelines for expenditure of the money under HPSGP? Are there any restrictions?***

**A.** Once the action plan is developed and implemented, expenditures **must** support the activities and strategies contained in the approved action plan and proposed budget. Surplus funds from a given line item of the approved budget, up to 10 percent of that line item, may be used to defray allowable direct costs under other budget line items without prior approval. Any budget line item increase or decrease of more than 10 percent requires an **approved budget revision from the Local School Board and from the School Site Council/Action Planning Team**. Evidence of these approvals must accompany the end of year expenditure report. Changes may not be made which increase the rates of reimbursement, unless they are part of a negotiated collective

bargaining agreement. The total grant amount may not be increased by the Local School Board or the School Site Council/Action Planning Team, but may be decreased by CDE pending available funds.

***Q. Is carry-over allowed?***

**A.** Carryover of unexpended grant funds is allowable for 2003-04 to 2004-05 only.

***Q. May indirect costs be charged to the grant?***

**A.** Indirect costs may be charged using the J-380 Annual Program Cost Data Report. The approved indirect cost rates for Local Educational Agencies can be accessed at <http://www.cde.ca.gov/fg/ac/ic>.

## **Charter and Alternative Schools**

***Q. When eligibility criteria that pertain to public schools are met, are charter schools among the schools that may participate in the II/USP or the HPSGP?***

**A.** Yes. Charter schools are eligible to voluntarily participate in these programs.

***Q. Can a school district require a charter school to participate in the II/USP or the HPSGP?***

**A.** A charter authorizing entity, usually a school district or county office of education, does have supervisory and oversight responsibilities over the charter. The authorizing entity is responsible for verifying that the terms of the charter are met, that the program is consistent with applicable state and federal statute, and the charter presents a sound educational program. If a charter fails to meet or exceed pupil outcomes identified in the charter, the charter authorizing entity is responsible for taking corrective action up to and including revocation of the charter. Corrective action in such case could include participation in the II/USP or the HPSGP.

If the charter authorizing entity determines that students are not making acceptable academic progress, the charter school and the authorizing entity may jointly determine that participation in the II/USP or the HPSGP would support the charter school in developing and implementing necessary reforms to prevent revocation of the charter.

***Q. Is a charter school required to hold a public hearing to discuss whether or not to apply and, if they choose not to apply, discuss their reasons and rationale for not accepting the invitation to participate?***

**A.** Yes. While charter schools are exempt from the vast majority of laws governing school districts, they are not exempt from this and other HPSGP eligibility requirements due to their choice to participate in the HPSGP program.

***Q. If a charter school wishes to apply to participate in the HPSGP, are the terms of the legislation applicable to the charter school?***

**A.** Yes. If a charter school voluntarily chooses to participate in either of these state categorical programs, they must comply with all program requirements. In the case of a locally funded charter school, the school district refers to the charter's authorizing entity, which typically is either a school district or a county office of education and in rare instances the State Board of Education. If a charter school is directly funded, they function as their own LEA for purposes of these programs and carry out the role of the school district internally.

***Q. If a charter school is selected to participate in the HPSGP categorical program, are program funds dispersed directly to the charter school?***

**A.** It depends. Charter schools that have selected to be direct funded are allowed to apply for and receive funds independently from a Local Educational Agency (LEA). However, charter schools that have selected local funded designation apply for and receive funds through an LEA.

***Q. In light of the recent court decision, that found that CDE does not have statutory authority to require charter schools to submit annual financial data, are charter schools required to comply with HPSGP's fiscal reporting requirements?***

**A.** Yes, while charter schools are not required to report year-end financial data, they are still responsible for tracking certain state and federal expenditures for compliance requirements, and they should expect to respond to inquiries or requests for data from CDE regarding program expenditures when compliance issues are involved. Responding to requests for data for compliance purposes is required if the charter school **has chosen to accept** money from a program that has "strings" attached, such as High Priority Schools Grant Program, Title I, Special Education, or other programs that are outside of the charter school categorical block grant.

## **Accountability and Sanctions**

***Q. What corrective actions are specified for HPSGP schools that do not meet growth targets?***

**A.** A school participating in HPSGP must meet its growth target within 24 months, or be subject to a review by the State Board of Education. The Superintendent of Public Instruction may direct the local governing board to assist the school in achieving their target. After 36 months a school that has not demonstrated significant progress may be required to contract with a School Assistance and Intervention Team that will make recommendations and monitor a school's progress (E.C. 52055.650).

***Q. What is the role of the exclusive bargaining representative in development of the Action Plan?***

**A.** The action plan shall include a strategy, jointly developed by the school district and the exclusive bargaining representative for addressing the distribution of experienced credentialed teachers throughout the district.

***Q. Must the District and exclusive bargaining representative come to an agreement regarding the distribution of credentialed teachers throughout the district?***

**A.** Yes. The action plan shall include a strategy, jointly developed by the school district and the exclusive bargaining representative of the certificated employees of the district, for addressing the distribution of experienced credentialed teachers throughout the district, including an agreement by the district and the exclusive bargaining representative of the certificated staff on how they are going to achieve a balance in that distribution. This collaboration shall take place outside of collective bargaining and shall strive to develop a strategy that will attract and retain equal ratios of credentialed teachers at each school in the district

# **Appendix A**

## **High Priority Schools Grant Program**

### List of Action Plan Components



### HPSGP List of Action Plan Components

This form is provided as a checklist to ensure all Action Plan requirements are easily found. Please indicate the page number where each requirement may be found. Please retain this form at the school site in the event of future review by CDE.

	Page
1) Identify the current barriers at the school and district toward improvement in pupil academic achievement and underlying causes for low achievement.	
2) Identify school wide and district wide strategies for overcoming these barriers.	
3) Analyze the disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils make adequate academic progress toward short-term growth targets and long-term performance goals. The disaggregated data addressed in the plan shall, at a minimum, provide information regarding the achievement of: English language learners; pupils with exceptional needs; pupils who qualify for free and reduced price meals; and all pupils in all numerically significant subgroups identified on the API Base Year Reports.	
4) Specify short-term academic objectives pursuant to E.C. 52052 for a two-year period that will allow the school to make adequate progress toward the growth targets established for pupil achievement as measured by all data available to the school.	
5) Set annual academic growth targets at least as high as those adopted by the SBE.	
6) Describe how state and local assessments are used to modify instruction and improve student achievement.	
7) Describe the effective allocation of resources and management of the school linked to overcoming the barriers to increasing student academic achievement.	
8) Review and include the school and district conditions identified in the School Accountability Report Card pursuant to E.C. 33126.	
9) Review and include the school and school district crime statistics that negatively affect student achievement (Penal Code Section 628.5).	
10) Describe the process administrators and teachers will use to monitor and evaluate the implementation of the action plan and its impact on student achievement.	
11) Describe a strategy to focus on increasing pupil literacy and achievement for all students with special emphasis on English language learners (ELL), and significantly significant sub-groups. At a minimum this strategy shall include a plan to achieve the following goals: (A) Each pupil will be provided appropriate instructional materials aligned with academic and content standards adopted by SBE as required by law. If indicated, discuss how any lack of instructional materials is being addressed. (B) Each subgroup will demonstrate increased achievement based upon API results by the end of the implementation period. (C) Each ELL will demonstrate increased performance based on the ELD test required by E.C. 60810 and the achievement test required pursuant to E.C. 60640.	

<p>12) Describe a strategy to attract, retain, and fairly distribute the highest quality staff at the school. At a minimum this strategy shall include teachers, administrators, and support staff, and shall include a plan to achieve the following goals:</p> <ul style="list-style-type: none"> <li>(A) An increase in the number of credentialed teachers working at the school site.</li> <li>(B) By the end of the implementation period eligible teachers, and where appropriate, instructional aides and paraprofessionals who directly assist with classroom instruction, participate in the Mathematics and Reading Professional Development Program established under AB 466. Schools should arrange for staff participation in these professional development programs as soon as possible and must schedule trainings to be completed prior to the end of the grant period. Lists of approved providers are located at <a href="http://www.cde.ca.gov/pd/ca/ma/mard03sbtgrngprvdr.asp">http://www.cde.ca.gov/pd/ca/ma/mard03sbtgrngprvdr.asp</a> and <a href="http://tepd.ucop.edu/tepd/cpdi/mpdi_contacts_inst.php">tepd.ucop.edu/tepd/cpdi/mpdi_contacts_inst.php</a>. Additional information on AB 466 including timelines, requirements and contact information is available at <a href="http://www.cde.ca.gov/pd/ab466">www.cde.ca.gov/pd/ab466</a>.</li> <li>(C) By the end of the implementation period, Administrators in schools selected to receive High Priority School Grant funds must participate in AB 75, the Principal Training Program, within the timelines of the grant. An online application can be found at <a href="http://www.ab75.org">www.ab75.org</a>.</li> </ul>	
<p>13) Describe a strategy to change the culture of the school community to recognize parents and guardians as partners in the education of their children and to prepare and educate parents and guardians in the learning and academic progress of their children. At a minimum this strategy shall include:</p> <ul style="list-style-type: none"> <li>(A) A commitment to develop a school-parent compact as required in E.C. 51101.</li> <li>(B) A plan to achieve the goal of maintaining or increasing the number and frequency of personal parent and guardian contacts each year at the school site.</li> <li>(C) School-home communications, including home language communication, designed to promote parent and guardian support for meeting state standards and core curriculum components.</li> <li>(D) A plan for an increasing the number of bilingual personnel at school site</li> </ul>	
<p>14) Address the issues of facilities, curriculum, instructional materials and support services by describing a strategy to provide an environment that is conducive to teaching and learning and that includes the development of a high quality curriculum and instruction aligned with the academic content and performance standards adopted pursuant to E.C. 60605 and ELD standards adopted pursuant to E.C. 60811. At a minimum this strategy shall include the goal of providing adequate logistical support including, but not limited to, curriculum, quality instructional materials, support services and supplies for every pupil.</p>	

# **Appendix B**

## **High Priority Schools Grant Program**

### **Implementation Grant Submission Forms**

# High Priority Schools Grant Program

## Implementation Grant Forms

Please submit an original and two copies to:

California Department of Education  
School Improvement Division  
High Priority Schools Office  
1430 N Street, Suite 4401  
Sacramento, CA 95814

These documents must be received by **5 p.m. on October 6, 2003**. Original signatures are required; please do not fax or e-mail these documents.

The District Application should be followed by the complete School Application (Forms 1 through 5, plus the six page Narrative).

Required Sequence:

FORM	Page
LEA Cover Page—District Application for Funding	21
Form 1— School Application for Funding	22
Form 2— School Site Council/Action Plan Team Members' Signature Page	23
Form 3— School Site Implementation Grant Budget Summary	27
Form 3a— Budget Justification/Detail	28
Form 4— General Assurances	29
Form 4a— District Level Assurances	30
Form 4b— School Level Assurances	31
Form 4c— Specific Legal Assurances	32
Form 5— Drug Free Workplace Certification	35
Six-page Narrative Summary	

## DISTRICT APPLICATION FOR FUNDING

### High Priority Schools Grant Program

#### **PLEASE MAIL AN ORIGINAL AND TWO COPIES TO:**

California Department of Education  
High Priority Schools Office  
1430 N Street, Suite 4401  
Sacramento, CA 95814

Please **DO NOT** submit by FAX or E-mail

<b>DUE: October 6, 2003</b>
-----------------------------

#### **Part : Please provide the requested LEA information on this form.**

Name of Applicant LEA:		Total grant amount requested for all schools in the district:  FY 2003-2004 \$ _____	
County/District Code:			
County Name:			
Superintendent's Name:		District Contact:	
Address:		Address:	
City:	Zip:	City:	Zip:
Telephone:		Telephone:	
Fax:		Fax:	
E-mail:		E-mail:	

#### **Part II: Signature of Superintendent and President of the Local Governing Board.**

The superintendent of the district submitting the application signs on behalf of all principals included in the application. **Please use blue ink.**

Date:
-------

The signature of the president of the local governing board indicates local board approval of the action plan and submission documents. **Please use blue ink.**

Date:
-------

**SCHOOL APPLICATION FOR FUNDING**

**PLEASE MAIL AN ORIGINAL AND TWO COPIES TO:**

California Department of Education  
High Priority Schools Office  
1430 N Street, Suite 4401  
Sacramento, CA 95814

Please **DO NOT** submit by FAX or E-Mail

**DUE: October 6, 2003**

**Part I: Please provide the requested school information on this form.**

School Name:	Total school grant amount requested for this school:		
District Name:	FY 2003-2004 \$_____		
14 Digit County/District/School Code:	Date of approval by local governing board:		
County Name:			
Evaluator Type:	IHE Approved external Other	District Level County Office	
Principal:	External Evaluator:		
Address:	Address:		
City:	Zip:	City:	Zip:
Telephone:	Telephone:		
FAX :	FAX :		
E-mail:	E-mail:		

**Part II: Signature of principal.**

The principal submitting the application signs on behalf of all staff and parents/community members.

Date:

**Please use blue ink.**

**School Name** \_\_\_\_\_

**District Name** \_\_\_\_\_

**County Name** \_\_\_\_\_

[illegible]

23

## Instructions For Completing The Budget Forms

Schools selected to participate must complete the School Site Implementation Grant Budget Summary (Form 3) located on page 27 of this attachment.

To develop the implementation budget, first obtain the total student enrollment for school year 2000-2001 from the California Basic Educational Data System (CBEDS). To obtain the individual school enrollment, do the following:

1. Log on to the California Department of Education's Web site at: [www.cde.ca.gov](http://www.cde.ca.gov)
2. Click on Data Quest and enter enrollment at the "Subject" prompt
3. Enter school at the "Level" prompt
4. Select "Submit"
5. Enter 2000-01 at the "Time Frame" Prompt
6. Type in a portion of the school name
7. Select "Submit"
8. Click on "Enrollment by Grade"
9. Select: Submit"
10. Go to the "Total Enrollment" column in the row for the school site to find the certified student enrollment

For FY 03-04, using the 2000-2001 CBEDS enrollment, determine the maximum funding level for the HPSGP by multiplying the total enrollment by \$720 per student. For FY 04-05, multiply the total enrollment by \$400 per student. The total obtained constitutes the maximum amount of HPSGP funds that can be requested. Using the school reform interventions identified in the action plan, align the proposed expenditures by Object Code and enter those amounts in the appropriate lines in Column 1 of the budget form.

In the "Matched Funds" column please match one-half of the requested funding (or \$360 per student; for FY04-05, \$200 per student). In-kind matches will not be considered in establishing the matched funds requirement. The matched funds for this portion of the budget must also be entered in the budget form. Matched funds may be entered by Object Code or as a total at the bottom of Column 3.

Use the following code numbers and in parenthesis indicate the funding source of the matched funds that will be used in each category or in the total entered in Column 3.



## **SACS CODES**

### **Federal Funds:**

3010	Title I, Part A: Targeted Assistance	4201	Title III, Emergency Immigrant Education
3105	Title I, Even Start	4230	Title III, Bilingual Education
3060	Title I, Migrant Education	3715	Title IV Drug Free Schools Program
3030	Title I, Reading First Program	4110	Development Title V, Part A Innovative Educational Strategies
3025	Title I, Part D: Delinquent	4510	Title VII, Indian, Native Hawaiian, and Alaska Native Education
4035	Title II, Preparing, Training and Recruiting High Quality Teachers and Principals	0000	Impact Aid Program
4045	Title II, Part D: Enhancing Education Through Technology	5830	Title X, Homeless Education

### **State Funds:**

7090	Economic Impact Aid	7110	Technology Funds
7200	Miller-Unruh	1100	Lottery Funds
7260	School Improvement	7294	AB 466 Professional Development (L.A; ELD; & Math)
7315	SB 1882 Professional Development General Funds	7325	AB 75 Professional Development (Principals)

### **Private:\***

CS99	Corporate Sponsors	NPF9	Non-profit Agencies
PF99	Private Foundations		

### **Other:\***

OFSP	Other federal, state, or private funds not identified above
------	--

**\*These are not SACS codes. They are proxy codes as these programs do not exist in SACS.**

## Instructions For Completing Budget Forms

### School Site Implementation Grant Budget Summary (Form 3)

The following is an example of the matched funds documentation process for a school receiving \$4,000.

		1	2	3
<b>Object Code</b>	<b>Description of Line Item</b>	<b>HPSGP Funds Requested</b>	<b>II/USP Funds Requested</b>	<b>Matched Funds &amp; Source Code</b>
<b>4000</b>	<b>Books, Materials, Supplies</b>			
	Materials and Supplies for Reading-Language Arts	\$3,000		\$1,000 (3030)
	Materials and Supplies for Mathematics	\$1,000		\$1,000 (3010)

### Budget Justification/Detail (Form 3a)

This page is to provide sufficient line item detail to justify the budget. The budget pages must provide all required information even if the items have already been identified in another section.

**Object Codes:**

- |  |  |
|--|--|
| <p>1000-2000</p> <p>3000</p> <p>4000</p> <p>5000</p> <p>6000</p> | <p><b>For all personnel, include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.</b></p> <p>Benefit costs charged to this program must be proportionate to the percentage of salary charged to this program. Costs for PERS Reduction must be identified separately.</p> <p>Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example: General Office Supplies @ \$100 per month x 20 months = \$2,000.</p> <p>Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services, include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the Action Plan.</p> <p>Capital Outlay costs are allowable under this grant. Please provide detail describing how the expenditure supports the Action Plan.</p> |
|--|--|

### Additional Comments

Implementation year funds should be used for action plan activities in the year received. These funds may be carried over; in which case, the grant award period will be extended to 6/30/05.

Surplus funds from a given line item of the approved budget, up to 10 percent of that line item, may be used to defray allowable direct costs under other budget line items without prior CDE approval. Any budget line item increase or decrease of more than 10 percent requires an approved budget revision from the School Site Council/Action Planning Team and the Local School Board. Evidence of these approvals must accompany the end of year expenditure report. Changes may not be made which increase the rates of reimbursement, unless they are part of a negotiated collective bargaining agreement. The total grant amount may not be increased by the School Site Council/Action Planning Team or the Local School Board, but may be decreased by CDE pending available funds.

Please note that all proposed budgets and expenditures must be made to support the activities outlined in the action plan submitted as well as federal and state regulations, administrative guidelines, and the California School Accounting Manual.

**School Site Implementation Grant Budget Summary  
Fiscal Year 2003-2004**

Name of School:			
Name of District:			
Name of County:			
CDS Code:			
District Contact:		Telephone Number	
E-mail:		FAX Number:	
<div style="display: flex; justify-content: space-between;"> <div> SACS Resource Code: 7258 (HPSGP)  SACS Resource Code: 7255 (II/USP)  SACS Revenue Code: 8590  Income Code: 8590 </div> <div> 2000-2001 CBEDS School Enrollment _____  Total Cost Per Student \$ _____  Up to \$400 per student </div> </div>			
		1	3
Object Code	Description of Line Item	HPSGP Funds Requested	Matched Funds & SACS Code
1000	Certificated Personnel Salaries		
2000	Classified Personnel Salaries		
3000	Employee Benefits		
4000	Books, Materials, Supplies		
5000	Services and Other Operating Expenses (Including Travel)		
6400	Capital Outlay (Equipment)		
7310	Indirect Cost (per J-380 Report)		
<b>Total Amounts Requested &amp; Matched</b>			

**NOTE: Please complete and submit a budget for each participating school.**

### Budget Justification/Detail

This page is to provide sufficient line item detail to justify the budget. The budget page(s) must provide all required information even if the items have already been identified in another section.

Object Code	Budget Detail by Line Item Description (See Instructions)	Sub-Total (For each Expenditure)	Total Budgeted for each Line Item

Please duplicate this form as needed

California Department of Education  
School Improvement Division

HPSGP Application **Form 4**  
**General Assurances**  
One Per School District

## General Assurances High Priority Schools Grant Program

The grantee by signature on this page assures the State Board of Education that the grantee will adhere to the following:

1. Programs and services shall be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code Section 11135, and Chapter 4 (commencing with Section 30) of Division I of Title 5 (T5), California Code of Regulations (CCR). A statement of compliance with Title VI of the Civil Rights Act of 1964 has been filed with the Superintendent of Public Instruction.
2. Programs and services shall be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972.
3. Programs and services shall be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services shall be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for disabled persons shall be in compliance with the Individuals with Disabilities Act, Section 613(a), and Section 504 of the Rehabilitation Act of 1973.
6. When federal funds are made available, they will be used to supplement and, to extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the State Plan, and in no case supplant such state or local funds.
7. All state and federal statutes, regulations, program plans, and applications applicable to each program under which federal or state funds are made available through this grant will be met by the grantee in its administration of each program. and the undersigned is authorized to file these assurances for such applicant agency.
8. The grantee will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state and federal funds paid to that grantee under each program.
9. The grantee will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The grantee shall maintain such records for three years after the completion of the activities for which the funds
10. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public are used.
11. Auditable records of will be maintained on file at the district office.
12. The district board of trustees has adopted written procedures to ensure prompt Response to complaints from parents, members of advisory committees, and has disseminated these procedures to members of other groups, within 60 days, and parent/community groups in the district.
13. Any funds under any applicable program, which pursuant to paragraph 1, are available for obligation\* and expenditure in the year succeeding the fiscal year for which they were appropriated shall be obligated and expended in accordance with: (1) The federal statutory and regulatory provisions relating to such program which are in effect for such fiscal year, and (2) Any program plan or application submitted by such educational agencies or institutions for such program for such succeeding fiscal year.

\* "Obligations" are the amounts of orders placed, contracts and sub-grants awarded, services received, and similar transactions during a given period, which will require payment during the same or future period.

**Please use blue ink.**

---

Signature of Superintendent or Designee

Date

## District Level Assurances

As the duly authorized representative of the applicant, I certify that the applicant will comply with the following:

1. The district certifies that eligible teachers, instructional aides and paraprofessionals who directly assist with classroom instruction in schools selected to receive High Priority School grant funds will participate in the AB 466, Chapter 737 (Statutes of 2001), Mathematics and Reading Professional Development Program within the timelines of the grant.
2. The district certifies that the administrators in schools selected to receive High Priority School grant funds will participate in the AB 75, Principal Training Program, within the timelines of the grant.
3. The district certifies that, within the timelines of the grant, schools selected to receive High Priority School grant funds will: (i) provide each pupil in grades 1-8 with instructional materials aligned to the state content standards and adopted by the State Board of Education after January 1, 2001; and (ii) provide each pupil in grades 9-12 with instructional materials that its governing board has, after careful review, certified are aligned to both the state reading or mathematics content standards and curriculum frameworks.
4. The school's environment is conducive to learning, i.e., safe, orderly, and clean.
5. No later than the end of the second year of implementation, the percentage of fully credentialed and experienced teachers at the school will increase at least to the district average. The increase after the first year of implementation will be at least one half of the total increase needed.
6. If the Action Plan proposes to increase the number of instructional days at the school site, and/or increases the amount of time for which certificated employees are contracted:
  - (a) Such provisions of the plan do not violate current applicable collective bargaining agreements; and
  - (b) An agreement has been or will be reached with the exclusive representative concerning staffing specifically to accommodate the extended school year or 12-month contract.

\_\_\_\_\_  
Signature of Bargaining Unit Exclusive Representative  
**Please use blue ink.**

\_\_\_\_\_  
Date

7. The District will ensure that all participating schools\* will comply with all school level assurances.

School Name \_\_\_\_\_

School Name \_\_\_\_\_

School Name \_\_\_\_\_

School Name \_\_\_\_\_

\*Attach additional pages listing additional schools as necessary

\_\_\_\_\_  
Signature of Superintendent or Designee

**Please use blue ink.**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of President of Local School Board

**Please use blue ink.**

\_\_\_\_\_  
Date

## School Level Assurances

School Name \_\_\_\_\_

District \_\_\_\_\_

County \_\_\_\_\_

As the duly authorized representative of the applicant, I certify that the applicant will comply with the following:

The school will...

- a. Identify the current barriers to improvement in pupil academic achievement and the underlying causes for low achievement at the school and district.
- b. Identify school and district-wide strategies for overcoming these barriers.
- c. Use disaggregated pupil achievement data for all groups and types of pupils to determine adequate academic progress toward short-term growth targets and long-term performance goals.
- d. Set short-term academic objectives pursuant to E.C. 52052 for a two-year period that will allow the school to make adequate progress toward the growth targets established for pupil achievement.
- e. Set annual academic growth targets at least as high as those adopted by the SBE.
- f. Certify that, within the timelines of the grant, it will: (i) provide each pupil in grades 1-8 with instructional materials aligned to the state content standards and adopted by the State Board of Education after January 1, 2001; and (ii) provide each pupil in grades 9-12 with instructional materials that its governing board has, after careful review, certified are aligned to both the state reading or mathematics content standards and curriculum frameworks.
- g. Certify that eligible teachers, instructional aides and paraprofessionals who directly assist with classroom instruction will participate in the AB 466, Chapter 737 (Statutes of 2001), Mathematics and Reading Professional Development Program within the timelines of the grant. And certifies that the school administrators will participate in the AB 75, Principal Training Program, within the timelines of the grant.
- h. Effectively allocate resources and management of the school linking them to overcoming the barriers to student academic achievement.
- i. Review the school and district conditions identified in the School Accountability Report Card pursuant to E.C. 33126.
- j. Review the school and school district crime statistics that negatively affect student achievement (Section 628.5 of the Penal Code).
- k. Monitor and evaluate the implementation of the Action Plan and its impact on student achievement.
- l. Demonstrate increased parental involvement to improve student achievement through quantifiable data.
- m. Meet all other II/USP requirements as modified by AB 961 and provide all necessary data to the State Superintendent of Public Instruction when completing the annual report.

\_\_\_\_\_  
Signature of School Principal  
**Please use blue ink.**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Site Council/Action Plan Team Chairperson  
**Please use blue ink.**

\_\_\_\_\_  
Date

## Specific Legal Assurances

District Name:	CDS Code:
District Contact Person:	Telephone Number:
Fax Number:	E-Mail Address:

**One of these forms must be included with each school application. The district, by initialing each assurance and by signature of its authorized representative (district superintendent or designee), hereby assures to the California Department of Education that the agency will adhere to the following legal assurances:**

Please use blue ink.

Initials

### Public Hearing/Board Actions

1. Before school Action Plans were submitted to the California Department of Education, a public hearing was held at a regularly scheduled board meeting to discuss participation in the High Priority Schools Grant Program (HPSGP). E.C. 52055.615

\_\_\_\_\_

The hearing date was \_\_\_\_\_

2. The Action Plans were presented at a regularly scheduled board hearing to obtain approval of the plan and the board has certified the plan contains all the essential elements. E.C. 52055.615

\_\_\_\_\_

The hearing date was \_\_\_\_\_

3. The district agrees to present the annual evaluation report at a regularly scheduled public meeting of the governing board to review the progress schools have made toward the goals. E.C. 52055.640

\_\_\_\_\_

### Action Plan

4. The district developed the Action Plan(s) in partnership with the Schoolsites Council(s) or if the school does not have a Schoolsites Council, by a schoolwide advisory group or school support group. E.C. 52055.620 (b)(1)

\_\_\_\_\_

5. The district consulted with the exclusive representative of certificated employees regarding the Action Plan. E.C. 52055.630

\_\_\_\_\_



6. The Action Plan was developed based on research. E.C. 52055.620 \_\_\_\_\_
7. The Action Plan includes a method for ongoing gathering of data to measure progress of students. E.C. 52055.620 \_\_\_\_\_
8. The plan is based on a district/school needs assessment. E.C. 52055.620 \_\_\_\_\_
9. There is a commitment of both the school and community to implement the Action Plan. E.C. 52055.620 \_\_\_\_\_
10. School personnel are aware of the heightening of expectations on the part of all personnel that all students can learn and every school can succeed. E.C. 52055.620 \_\_\_\_\_

### **School-Parent Compact**

11. The district has, or will, develop a School-Parent Compact E.C. 51101 \_\_\_\_\_

### **Professional Development**

12. The district and the Board will ensure schools receiving HPSGP funds will support their eligible teachers, and where appropriate, instructional aides and paraprofessionals who directly assist with classroom instruction, to participate in the Mathematics and Reading Professional Development Program established under AB 466. \_\_\_\_\_
13. The district and the board will support HPSGP administrators in schools selected to receive High Priority School grant funds to participate in AB 75, the Principal Training Program, within the timelines of the grant. \_\_\_\_\_

### **Resources/Materials**

14. The district agrees to ensure that schools selected to participate in the HPSGP will purchase standards-aligned mathematics instructional materials for grades 1-8 that were approved by the State Board of Education in January 2001. All pupils must be provided with these mathematics instructional materials by February 2002 if not piloting, or February 2003 if piloting these materials. Specific information regarding SBE approved mathematics materials can be found at <http://www.cde.ca.gov/ci/cr/cf/index.asp>. And where appropriate, the district agrees to ensure that schools serving students in grades 9 to 12 inclusive will certify that they have provided each pupil with instructional materials that its governing board, after careful review, has certified are aligned to both the state reading or mathematics content standards and the respective curriculum frameworks. \_\_\_\_\_

### **Accountability Requirements**

15. The district agrees to keep fiscal records available for inspection that will confirm that funds were allocated to schools in a manner that did not delay their use.  
E.C. 52055.600 \_\_\_\_\_
16. The district agrees to annually submit to the Superintendent of Public Instruction each of the data elements required by law.  
E.C. 52055.640 \_\_\_\_\_
17. The district agrees to submit an annual evaluation of the impact, costs and benefits of the program by November 30 of each year of participation beginning in the 2002-03 school year. E.C. 52058 \_\_\_\_\_

### **General Compliance with the Law**

18. The district certifies its intent to comply with all applicable portions of the Public Schools Accountability Act and the High Priority Schools Grant Program as contained in E.C. 52050-52058. \_\_\_\_\_

---

Name of Superintendent or Designee

Title

---

Signature of Superintendent or Designee  
**Please use blue ink**

Date

## Drug-Free Workplace Certification

**The contractor or grant recipient named below hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The contractor or grant recipient will:**

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
  - a. the dangers of drug abuse in the workplace,
  - b. the person's or organization's policy of maintaining a drug-free workplace,
  - c. any available counseling, rehabilitation and employee assistance programs, and
  - d. penalties that may be imposed upon employees for drug abuse violations.
3. Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
  - a. will receive a copy of the company's drug-free policy statement; and
  - b. will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

<b>CERTIFICATION</b>
----------------------

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above-described certification. I am fully aware that this certification executed on the date and in the county below, is made under penalty of perjury under the laws of the State of California.

**Please use blue ink.**

<b>NAME OF LEA</b>	
<b>OFFICIAL'S NAME</b>	
<b>TITLE</b>	
<b>SIGNATURE OF AUTHORIZED OFFICIAL</b>	
<b>DATE SIGNED</b>	<b>SIGNED IN THE COUNTY OF</b>

# **Appendix C**

## **High Priority Schools Grant Program**

### **Approved Texts and Recipients Participation Requirements for AB 466 and AB 75**

## 2001 Mathematics Adoption

[The State Board of Education adopted the Curriculum Commission's recommendations on January 10, 2001.]

Publisher	Program Name	Grade Levels
CSL Associates, Inc.	Success with Mathcoach	K-5
Harcourt School Publishers	Harcourt Math @ 2002 [w/ Spanish as Alternate Format K-6]	K-6
Houghton Mifflin Company	Mathematics by Houghton Mifflin	K-5
McDougal Littell Inc.	Concepts and Skills	6-8
McDougal Littell Inc.	Structure and Method	6-8
McGraw-Hill School Division	McGraw-Hill Mathematics [w/ Spanish as Alternate Format K-6]	K-6
Prentice Hall, Inc.	Prentice Hall Pre-Algebra, CA Ed.	7
Prentice Hall, Inc.	Prentice Hall Algebra 1, CA Ed.	8
William H. Sadlier, Inc.	Progress in Mathematics CA Ed.	K-6
Saxon Publishers, Inc	Saxon Math K-3, An Incremental Development [w/ Spanish as Alternate Format K-3]	K-3
Saxon Publishers, Inc.	Math 54, 65, 76, and 87	3-6
Scott Foresman	Scott Foresman CA Mathematics	K-6

## 2002 Reading/ Language Arts/ English Language Development Adoption\*\*\*

[The State Board of Education adopted the Curriculum Commission's recommendations on January 9, 2002.]

Program Type	Publisher	Program Name	Grade Levels
Basic (w/ ELD included)*	Houghton Mifflin Company**	Houghton Mifflin Reading: A Legacy of Literacy	K- 6
Basic (w/ ELD included)*	SRA/ McGraw- Hill**	SRA/ Open Court Reading	K- 6
Basic (w/ ELD included)*	Glencoe/ McGraw- Hill	The Reader's Choice	6- 8
Basic (w/ ELD included)*	Holt, Rinehart and Winston	Literature and Language Arts	6- 8
Basic (w/ ELD included)*	McDougal Littell	McDougal Littell Reading & Language Arts Program	6- 8
Basic (w/ ELD included)*	Prentice Hall	Prentice Hall Literature: Timeless Voices, Timeless Themes	6- 8
Reading Intervention (2 or more grade levels below grade)	Glencoe/ McGraw- Hill (Sopris West)	Language! A Literacy Intervention Curriculum	4- 8
Reading Intervention (2 or more grade levels below grade)	Hampton Brown	High Point	4- 8
Reading Intervention (2 or more grade levels below grade)	Scholastic	READ 180	4- 8
Reading Intervention (2 or more grade levels below grade)	SRA/ McGraw- Hill	SRA/ Reach Program	4- 8
Reading Intervention (2 or more grade levels below grade)	Wright Group/ McGraw- Hill	Fast Track Reading Program	4- 8
Reading Intervention for English Learners	Hampton Brown	High Point	4- 8

\* All basic programs are required to incorporate an English Language Development component.

\*\* It is anticipated that the publishers of the two K- 6 Basic Programs will be submitting a Spanish Language alternative format of their State Board approved program( s).

\*\*\* It is anticipated that a follow- up adoption will occur sometime between 2003- 2005. Additional choices will become available at that time.

If you need additional information, please contact the Curriculum Frameworks and Instructional Resources Division at (916) 314-0669.

## HIGH PRIORITY SCHOOLS GRANT RECIPIENTS PARTICIPATION REQUIREMENTS

